/428 cont./

*511 796 [262] [735] For Korité, although meals more copious than usual are often provided, nevertheless the essential thing is the alms in millet or money that one gives to the poor through the marabout.

For these two celebrations, the percentages stated are not noticeably higher at the top of the table than in the lower part. If, for the first incomes, the family heads are often obliged to do more than their means allow, each seems to adapt himself subsequently to his possibilities (1).

1. For No. 43, the information given concerns the celebrations for Christmas and the first of January.

*511 794 The religious assessments are less numerous than the syndical assessments, but harder to bear. They exist in only three cases above No. 20, but represent 2% of the incomes, and 0.8%. They again noticeably increase in the lower part of the table. As for the gifts to the marabouts, they are perhaps more frequent than we have shown. Many families must have wanted to conceal them. Added to the payment for the [875] teacher at the Koranic school (10 francs per week), these religious obligations end up by noticeably increasing the deficits that already existed at the start.

*511 871 Just as certain products are encountered in only a few families in the case of the routine expenses, we are also going to find here some of another order, but often more important.

There is first the cost of sending the children to school; 13 families send their children to school, public or private, and the outlays made for this can be evaluated as follows:

/429/ /Table XV appears here/ /430/

| | |
|---|---|
| No. 8: 0.8% | No. 17: 1.8% |
| No. 10: 0.5% | No. 20: 0.5% |
| No. 16: 0.5% | No. 28: 0.4% |

[Text continues on p. 72]

22:Winterbotham et al. K-4 (no date) 1944 MS37 Senegal MS 37



871 797 took with him a lay schoolmaster, who opened a school for boys at St. Louis in 1817. Its pupils varied in number from 60 to 100, and it continued under state and lay control until 1841. In that year its management was handed over to Roman Catholic priests, while the Government undertook to maintain the school and to pay for its equipment and the salaries of its teachers.

Girls' education dates from 1826, when the Sisters of St. Joseph of Cluny founded schools at St. Louis and Goree.

By 1854 there were four schools in Senegal. They all belonged to Roman Catholic missions supported by government grants, and they counted only 590 pupils on their rolls. There were difficulties regarding the admission of Moslems to these schools and, as Islam was the prevailing faith, the spread of education was hindered. In 1857 872 Faidherbe opened a Moslem School at St. Louis, and until 1903 this remained the only lay primary school in Senegal. By 1898 there were 9 primary schools in the four communes and about 30 in the protectorate. These were staffed by interpreters and non-commissioned officers, and their existence was spasmodic. At that time elementary education throughout French West Africa was mainly in the hands of [797] the missions, and, so far as the Government took any interest in it at all, it was organized by local regulations in each colony. The [648] Governor-General's order of 24 November 1903 set up a uniform system of state-controlled education throughout the Federation.

In 1938 Senegal and Dakar had 132 European teachers and 337 875 native in Government schools and 48 teachers in recognized private schools. Pupils were arranged as follows:

| | *Schools* | *Boys* | *Girls* | *Total pupils* 871 |
|---|---|---|---|---|
| GOVERNMENT SCHOOLS | | | | |
| *Primary* | | | | |
| Village schools | 72 | 5,946 | 241 | 6,187 |
| Regional schools | 16 | 4,590 | 432 | 5,022 |
| Urban schools | 10 | 3,392 | 752 | 4,144 |
| *Higher Primary* | 2 | 158 | 14 | 172 |
| *Technical* | 4 | 146 | 0 | 146 |
| | 104 | 14,232 | 1,439 | 15,671 |
| PRIVATE SCHOOLS | | | | |
| *Primary* | 13 | 1,164 | 293 | 1,457 |
| Totals | 117 | 15,396 | 1,732 | 17,128 |

There were also 2,295 Moslem schools giving rudimentary instruction to 16,190 pupils.

/103 cont./

633 instance, a customs office, and a telegraph, telephone, and
[447] post office. The various administrative services are represented
there[1] (public works, treasury, medical aid, education, agri-
culture, veterinary medicine, etc.).

433 Financial situation. Taxes. The circle of Sine-Saloum
is constantly increasing in importance because of its size,
population, and economic resources.

[496] Because of its exceptional location, the railway from
[49] the Sudan crosses it over a distance of 190 kilometers. Seven
[505] stations mark it out. Its railroad network and its system of
highways and canals permit it to drain to Kaolack and
[439] Foundiougne all of the products of the soil. Thus, the total
commerce for 1927 (imports and exports combined) amounted
651 to 350 million francs for the circle. The customs duties col-
lected for the benefit of the general budget of French West
Africa reached 13 million francs. The taxes from the tax
rolls (personal taxes, patents, licenses, etc.) have risen to
25 million francs, whereas they did not exceed the figure of
4,300,000 francs in 1923. The advance is thus remarkable.

Native personal taxes alone in 1927 provided 3,768,355 francs, whereas in 1921 they brought in only 2,791,000 francs.

Taxes on livestock went from 270,000 francs in 1921 to 425,000 francs in 1927.

871 /104/ Education. Instruction is given to the children
[875] by French and native teachers. There is a regional school
[872] with 500 pupils at Kaolack. Primary schools are operating
at Fatick, Foundiougne, Sokone, Gossas, Kaffrine, and
Nioro. In all, 1,200 children receive instruction; only an
elite goes to school. A need for the creation of new centers
of education is felt, especially at Birkelane, Koungheul,
Gandiaye, Niakhar, and Tataguine. Nevertheless, although
instruction in French is given only in our schools, the natives
also receive some rudiments of instruction in the Koranic
schools. The latter are quite numerous.

1 [in KAOLACK - ANALYST]